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ABSTRACT

This guide for establishing and evaluating Summer Youth Employment Program (SYEP) worksites consists of seven sections. Section 1--the introduction--describes the history and scope of the SYEP and discusses the need for worksite development. Section 2, which deals with identifying community needs, lists eight information-gathering approaches. Section 3 describes organizing information about these community needs. Needs areas discussed are health and mental health, housing, environmental protection, education and child development, the aged and homebound, transportation, public works, community organization, income maintainance, recreation, culture and arts, equal opportunity, consumer protection, public safety, and economic development. Section 4 contains a checklist for identifying effective worksite agencies. Section 5 outlines four steps for developing work experience projects and contains observations on orienting potential worksite employers. These observations involve youth needs, staff, transition, and assistance. Section 6 describes worksite agreements. Monitoring and evaluating worksites is the subject of section 7; thirteen questions useful in site evaluation are included. (Manual for youth in SYEP, for SYEP supervisors, and for training supervisors in SYEP are available separately through ERIC--see note.) (MN)

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A Guide for Establishing and Evaluating SYEP Worksites

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I. INTRODUCTION

The Summer Youth Employment Program (SYEP) is the largest program, in terms of numbers of enrollees and money allocated for its duration, of all programs under the Comprehensive Employment and Training Act (CETA). Two major goals of SYEP are to provide work experience to improve youths' ability to get and keep a job and to provide tangible community benefits.

The relatively short-term duration of the summer program makes it difficult to develop work projects that will meet these goals. Sometimes careful planning and development are given short shrift. While there are some projects which achieve SYEP goals, some do not. Some yield less than optimum work experience or community benefits. A few projects may even be counter-productive.

The work assigned, the supervision provided, and the work environment must be designed to assure that the work experience will be constructive for SYEP participants and be accepted by employers in both public and private sectors as increasing youths' competencies. The work experience, supervision and youths' performance and the services and work products produced must be monitored, evaluated, and findings acted upon if our programs are to be improved from year to year.

The key to reaching SYEP objectives is improved worksite development. This manual presents information and guidance for developing sound work experiences for young people. It contains material on identifying community needs, sources of information for program development, and ways to identify and evaluate worksite agencies. This material can help you reach SYEP objectives, but it cannot eliminate the need for significant allocations of time and staff to worksite development. Planning and design activities should begin early.

Need for Worksite Development

Work which has economic or social value should not be denigrated. There will always be disagreement about what is "meaningful" and "useful" work. Work experience developers and designers must be careful not to impose their biases about "meaningful" work on the youth and not to discard potentially useful jobs. They must exercise care in: planning and developing projects, assigning youth, making provisions for feedback and redesign, and matching the needs of youth with available jobs.

Work experience provides opportunities to acquire technical work skills and general competencies such as appropriate work behavior, planning, working with others, following instructions, communicating and problem solving. These general competencies are probably more important for future employability than the technical skills which are acquired. Acquiring general competencies depends to a great degree upon the atmosphere at work, the supervision and the nature of the project, and the tasks assigned. The ability and will of the worksite employer to provide these must be important criteria in worksite selection.

II. IDENTIFYING COMMUNITY NEEDS

Matching projects to community needs is crucial. It develops community support for SYEP, increases youths' motivation, yields a larger pool of possible projects, and helps identify desirable work sponsors. A survey is one way to identify community needs.

When resources are limited or available funds are almost all committed, the survey of community needs should be restricted to the more important areas, the most productive sources of information, and the least expensive, most direct techniques for gathering the necessary information. If more time and resources are available, it may be desirable to conduct a well-designed study to identify community needs.

Some Information-Gathering Approaches

1. Review past projects and worksite agreements to identify areas of emphasis and neglect and community responses, and to evaluate the usefulness of work products and services. This will provide leads for projects which can be usefully expanded if the number of enrollees increase or which may be used as alternative worksites if other worksites are closed.

2. Review descriptions of other prime sponsors' projects.

3. Review past community requests for projects which were not funded.

4. Interview knowledgeable community people either in person or by telephone. The individual interview is the most expensive approach, but usually the most productive. It should be reserved for the most important sources. The telephone interview is more useful for follow-up to in-person discussions or where the information is expected to be limited.

5. Review publications of the Department of Labor (DOL) and other literature describing successful summer youth employment projects. These provide ideas for local projects to discuss with the people you interview.

6. Hold group meetings with local organizations to discuss community needs which can be met by summer youth projects. These may be more productive than individual interviews: staff time is reduced, the ideas and insights of one person can spark ideas in another, and group priorities tend to be more valid than those of individuals. Disadvantages are: overhead costs for getting a group of any size together in one place at one time, the possibility of offend-

ing people who are not invited, and the possibility of unintentionally establishing an unofficial board of directors.

7. Sending letters or, more formally, questionnaires to groups and individuals asking for information. This is the least expensive means, but it may also be the least productive. The population polled must be willing and able to respond to written communications. A telephone call to get agreement to respond combined with the questionnaire and telephone follow-up on the questionnaire response is more effective than either approach alone.

8. Interview community residents. This can be very effective in identifying real needs and gaining grass roots support. However, it is costly. The study must be well designed, the interviews structured, and the interviewers trained to get the needed information and to avoid unrelated areas.

III. ORGANIZING THE INFORMATION

Community needs should be categorized and organizations which can provide information with respect to each type of community need identified. The following is one such classification and list of organizations. It includes occupational fields, types of employers, types of jobs, and brief descriptions of tasks in which youth may be employed.

A. Health and Mental Health

Hospitals; local health and mental health clinics; state institutions; nursing homes; voluntary social agencies--e.g., Red Cross, United Cerebral Palsy; local health departments; health and welfare councils; health associations for special diseases and disorders; unions representing health and hospital workers.

1. health advocacy - serve as communications, transportation and service links between clients and well-baby services, senior citizens' centers, V.D. control and treatment clinics, mental health centers, etc.

2. outreach workers - conduct neighborhood canvasses to determine knowledge, wishes, needs, and use of health and mental services; and provide information about health facilities and services.

3. health assistants - help regular employees provide health and medical services by such activities as measuring height and weight of patients; serving as receptionists; getting and storing supplies and other unskilled or semiskilled work under direct supervision.

4. health screening assistant - assist in performance of routine detection services, medical referrals, and educational programs for prevention and treatment of conditions such as hypertension, sickle cell anemia, and lead paint poisoning.

5. bilingual client assistants - improve patient relations and services by interviewing non-English speaking patients in their native tongue, interpreting their responses to medical staff and explaining forms, procedures, etc. to patients.

6. safety and first aid instructors - under supervision, provide health and safety information and services at recreational facilities, day camps, etc.

7. nurses' aides - under close supervision, provide limited services for patients to make their hospital/nursing home stay more comfortable--e.g., assist patients in walking, read to patients, assist patients in/out of bed and serve as messengers.

8. rehabilitation therapy aides - under supervision, help technicians in the implementation of a recreational program for patients, nursing home residents, et al; instruct in arts and crafts.

9. immunization aide - under direction, alert parents of preschoolers to this service and assist in providing services.

B. Housing

Local housing authorities; building trades unions; housing projects; local real estate boards; departments of housing and development; tenants' associations ; voluntary agencies such as Red Cross; halfway houses; planning commissions.

1. paint/repair helpers - under supervision, help maintain public buildings, developments, community facilities, low-income housing, historic sites, etc., including painting and minor carpentry.

2. winterization helpers - help maintenance workers weatherproof homes by window caulking, weather stripping, cementing crevices, etc., for low-income families and senior citizens.

3. floor tiling helpers - help maintenance men repair and install tiles in low-income housing.

4. community facilities' fix-up helpers - help maintenance men clean, paint and refurbish community facilities such as recreation centers.

5. relocation service aides - under direct supervision, assist families/individuals in need of emergency housing by interviewing, taking applications, making appropriate referrals.

6. tenants' rights advocates - assist public relations personnel in public relations project designed to alert community residents to their rights under landlord/tenant laws.

7. research assistants - perform routine work in research project to determine housing patterns, population shifts, etc.

C. Environmental Protection

Environmental protection agencies (federal, state, local); community service groups; state fish and game agencies; public works departments;

wildlife conservation groups; 4H clubs; U.S. Department of Interior; parks departments.

1. river and lake cleanup aides - under close supervision, remove debris and litter from river basins and lake shores, cut and remove brush and trees, and grade and seed banks.

2. rodent control assistants - under direction, clear refuse, plug burrows, and distribute information to residents on how to protect premises against rat infestation.

3. assistant gardeners - help develop community gardens in low-income areas on vacant land.

4. nature center improvement aides - under direction, clean and tend natural reserves; keep grounds clean; clear trails; plant and trim trees; construct and maintain rest spots, shelters, signs and litter baskets.

D. Education and Child Development

Boards of education; child care centers; colleges and universities; state department of education; private schools; community groups; PTAs; libraries.

1. peer counselors/tutors - under teacher's supervision, assist children and youth having difficulty in math and reading to improve in these areas.

2. teacher aides - under supervision, help prepare educational materials, supervise children, set up educational displays and provide individual tutorial help to children.

3. day care assistants - assist child development workers in such activities as play, meals, and trips.

E. Aged and Homebound

Social agencies (federal, state, local); hospitals; nursing homes; voluntary agencies concerned with these populations.

1. "meals on wheels" aides - assist regular crews preparing and delivering food to people who can neither cook for themselves nor leave their homes.

2. geriatric program aides - assist in the office and in the conduct of recreational programs at homes for aged and golden age clubs.

F. Transportation

Transportation departments (federal, state, local); traffic courts; airports; highway department; mass transit systems.

1. information aides - provide information at information booths; respond to telephone inquiries with respect to transportation routes.

2. mass transit improvement aides - help clean mass transit facilities, eliminate graffiti, and perform maintenance activities not usually done by regular work force.

3. research aides - help gather data with respect to transportation patterns.

G. Public Works

Department of public works; streets department; sanitation department; water department; other local and state government agencies; citizen groups.

1. construction aides - help construction workers install and repair public facilities such as ramps near and within hospitals, nursing homes, rehabilitation centers and government buildings to facilitate travel for the handicapped and aged.

2. park maintenance aides - under supervision, clear grounds, assist maintenance workers making minor repairs, erecting signs and fences, resurfacing designated areas, etc.

3. street-marker assistants - help mechanics paint warning lines at school crossings, pedestrian crossings and major intersections.

4. custodial assistants - assist in maintaining and cleaning public and community buildings.

H. Community Organization

Local community organizations (e.g., OIC, Urban League, civic associations); CDAs; neighborhood groups.

1. community service aides - under supervision, work on environmental projects in the community including mini-parks, gardening projects, and environmental surveys.

2. police relations assistants - work at police stations performing clerical tasks and helping persons assigned to youth and community activities.

3. community affairs aides - help analysts engaged in survey projects gather information in communities.

I. Income Maintenance

Department of public welfare; Social Security Administration; Bureau of Employment Security.

1. welfare case assistants - under supervision, check case records, clean files, check addresses and other identifying data, set up appointment and referral sheets for clients, etc.

2. food stamp program aides - under supervision, inform community people about food stamp program and assist applicants to complete forms.

J. Recreation

Y's, Girls Clubs/Boys Clubs, Girl Scouts/Boy Scouts, parks and recreation departments, community centers, youth groups.

1. counselor aides - work at both sleep-away and day camps, assisting in arts and crafts instruction, field trips, hikes, sporting events, games, etc.

2. recreational assistants - assist recreation leaders conducting summer programs in sports and other group activities for younger children at recreation centers and playgrounds.

3. assistant play streets coordinators - under supervision, coordinate and organize voluntary play street activities including games and trips for children and young teenagers.

4. assistant swimming instructors/lifeguards - serve as water safety instructors at local swimming pools and give beginning swimming lessons.

5. assistant instructors - help teach dances, prepare "traveling show" productions for presentation at community centers, perform in summer productions, etc.

K. Culture and Arts

Museums; historical societies; schools; recreation department; local dance,

theater or music ensembles; colleges and universities; libraries; federal, state, and local agencies concerned with culture and the arts.

1. museum aides - assist in guiding visitors, building displays, explaining and publicizing museum activities and conserving activities.

2. design assistants - under supervision, help artists in the design and creation of community art work.

3. ethnic arts assistants - help conduct cultural arts workshops focusing upon oral traditions, crafts, songs, dances and music of ethnic groups, help gather and organize material for workshops.

4. assistant tour guides - under supervision, serve as tourist guides at points of interest as part of a summer tourist program.

L. Equal Opportunity

Equal opportunity commissions; fellowship commissions; human relations commission.

1. case assistants - under supervision, work in equal employment opportunity agency performing clerical duties, answering telephones and giving instruction how to register complaints; distribute information about activities of the agency, rights of people, etc.

M. Consumer Protection

Consumer affairs agencies (federal, state, local); voluntary consumer protection agencies; community legal services; Better Business Bureau; community groups.

1. consumer information aides - under direction, solicit and obtain requests for consumer information, make appropriate referrals and mail appropriate literature.

2. consumer field aides - check on the validity of consumer complaints.

N. Public Safety

Police departments (state, local); fire department; crime prevention associations; department of probation; juvenile justice system; court system; ex-offender programs; community groups.

1. fire prevention and control aides - under supervision, patrol high risk areas, gather information about abandoned buildings, inspect buildings, and provide fire prevention information to residents.

2. personal security aides - under supervision, patrol areas and accompany elderly in marketing and other activities away from home.

O. Economic Development

Economic development councils; community development associations; local business groups and associations; chambers of commerce; farm associations; state and local employment agencies.

1. job developers - identify appropriate job opportunities and seek job pledges from people in the private and voluntary sectors to hire and train youth during the summer and the regular school year.

2. job-readiness trainers - help technicians train youth in job search efforts; conduct sessions in grooming, job solicitation and interview techniques.

IV. IDENTIFYING EFFECTIVE WORKSITE AGENCIES

Helping worksite agencies of known competence to increase their effectiveness and range of projects is the most efficient way to achieve SYEP objectives and to reduce the burdens of providing oversight and technical assistance. However, there is never a sufficient number and it is usually necessary to recruit additional worksite agencies.

The following is a checklist of worksite agency characteristics to assess competence and to identify areas for improvement:

		YES	NO	DON'T KNOW OR MAYBE
A. Does the worksite agency have the competence, resources and will to:				
1. design useful work projects for the community	1.	___	___	_____
2. provide jobs appropriate for youth	2.	___	___	_____
3. redesign jobs to make them appropriate for youth	3.	___	___	_____
4. provide good job supervision	4.	___	___	_____
5. train supervisors, if necessary	5.	___	___	_____
6. maintain required records (time, financial, etc.)	6.	___	___	_____
7. manage a project effectively	7.	___	___	_____
8. adhere to the terms of the worksite agreement	8.	___	___	_____
9. respond rapidly to changing conditions, e.g., reduce or increase number of slots	9.	___	___	_____
B. Will the worksite agency's regular workforce provide good role models, i.e., interested, productive and competent	B.	___	___	_____

		YES	NO	DON'T KNOW OR MAYBE
C. Will the environment and attitudes in the workplace encourage the youth to:				
1. want to continue their education	1.	___	___	_____
2. acquire work skills	2.	___	___	_____
3. behave well on the job	3.	___	___	_____
D. Will the workplace and jobs be safe for youths	D.	___	___	_____
E. Do the worksite agency's normal activities relate closely to those of the project	E.	___	___	_____
F. Are the relationships between the worksite agency and the community good	F.	___	___	_____
G. Has the worksite agency's track record with respect to meeting SYEP objectives been good	G.	___	___	_____
H. Is the worksite agency willing and able to provide the following:				
1. vocational exploration	1.	___	___	_____
2. counseling	2.	___	___	_____
3. career planning	3.	___	___	_____
4. remediation	4.	___	___	_____
5. after-work activities	5.	___	___	_____
6. continuation of employment into the school year	6.	___	___	_____
I. Will the worksite agency need much assistance:				
1. technical	1.	___	___	_____
2. additional resources	2.	___	___	_____
J. Will the worksite agency contribute any resources to the program	J.	___	___	_____

V. DEVELOPING WORK EXPERIENCE PROJECTS

A. Some ways to tackle job and project development are: 1) to identify projects which are desirable and design jobs which will achieve project objectives and also meet youth's needs; 2) to identify tasks which would benefit youth, design jobs with these tasks, and then develop projects using these jobs; 3) to observe work performed by potential worksite agency employees to identify jobs which could provide, or be redesigned to provide, useful work experience; 4) to review activities and programs of potential worksite agencies to identify desirable SYEP projects. In most cases all of these techniques are used in the course of shaping and reshaping a project to reach the objectives.

1. Identifying Desirable Projects and then Designing Jobs

   a. Identify a number of desirable work projects which satisfy community needs and determine the jobs and tasks required to carry out these projects.

   b. Determine the competencies that youths can be expected to possess.

   c. Estimate the probability that youths will be able to acquire the needed competencies in less than two weeks.

   d. If the probability is high, the project can be used.

   e. If the probability is low, 1) are there some youths who, as a result of brief special education and training, would be able to acquire the needed competencies? or 2) is it possible to redesign the jobs or project to eliminate some more difficult competencies? If neither is possible, the project should not be used.

   Some jobs, e.g., clerk/typist and painter, are more or less the same for all projects. No new analyses are needed for them. New jobs call for analysis. However, as most will contain tasks included in jobs already analyzed, the amount of work involved is not as great as it may seem at first.

2. Designing Jobs for Youth then Structuring a Project

   a. Determine task competencies which youth have.

   b. Based on this information, estimate the compe-

tencies which they can acquire in one to two weeks on the job.

c. Design jobs containing these competencies and which will interest youths and advance their development.

d. Identify and design potential projects which use these jobs.

3. Observe Work Performed by Potential Worksite Agency Employees

a. Identify jobs which seem appropriate for youth by observing regular workers.

b. Determine the minimum competencies needed to perform these jobs.

c. Estimate the probability of youths being able to acquire these competencies in a short time at this site.

d. If the probability is high, the jobs can be used.

e. If the probability is low:

1) Can the job be redesigned so that a permanent employee performs the more difficult tasks?

2) Can the youths be screened to find those who will be able to handle the job?

3) Can the job be redesigned for the summer to eliminate the more difficult tasks?

f. If none of these work, the job should not be used.

4. Review Activities and Programs Conducted by Potential Worksite Agencies

a. Identify activities and programs which are or could be modified to be desirable summer work projects for youth in SYEP and which the potential agency is capable of undertaking.

b. Determine the jobs and tasks which could be performed by youth after a short on-the-job training period and jobs which could not.

c. Redesign jobs to reduce required skill levels if necessary and determine if the worksite agency could provide other workers to perform the more difficult tasks.

d. If the worksite agency can, the project or activity can be modified for SYEP use.

Review the jobs and the projects to determine whether or not they provide a satisfactory investment for SYEP. If jobs are of limited interest or occupational value, redesign them by adding tasks which make the jobs more meaningful to youth, less repetitive, and more interesting. If a project is of marginal value, redesign it to make it of greater value.

Criteria for exploration with a specific worksite agency (in addition to appropriateness of job and usefulness of activity):

1. Geographic location--e.g., will transportation services have to be provided?

2. Agency's:

   a. administrative capacity

   b. relationship with community

   c. willingness to participate

   d. ability to provide training and supervision

   e. track record with SYEP and similar programs.

3. Cost to SYEP to develop and maintain project.

4. Possible alternative sites.

Worksites should be visited to obtain data for task statements, determination of competencies required, and an estimate of the usefulness of the experience for youth development. If time permits and the number of potential jobs is large a task analysis should be undertaken. This may include interviewing workers and supervisors, observing workers, studying existing job descriptions and writing and verifying task statements.

B. The following additional observations may be useful for orienting potential worksite employers:

- Designing appropriate jobs requires knowledge about the youth labor market, employer expectations, and youths' occupational desires and competencies, as well as task analysis and job design.

- Jobs, whether in the public or private sectors, provide useful work experience only when they require significant worker effort and result in tangible outputs.

- Sponsor staff can help enrich the local labor pool by obtaining and using private sector employers' suggestions about needed competencies and on how to help youth acquire competencies more effectively.

- Acquiring good work habits is related to learning to work with others and to following instructions. These are dependent on having good adult role models and on understanding the need for specific activities.

- Adult standards are easier to establish and enforce if youth are integrated into the regular work force rather than segregated from the regular work force in all-youth work crews.

- Work experience in connection with vocational exploration is more useful if participants are able to sample employment in more than one skill and occupational area.

Youth Needs

- Youth express more job satisfaction when work experience is consonant with their interests, skills and abilities. While perfect matching may not be possible, most youth are satisfied if they are asked about job preferences and are given some choice.

- Youth who have felt positive about the work experience indicate that: 1) they were given specific instructions about their job functions and responsibilities; 2) this included demonstration as well as verbal instruction; and 3) they felt free to approach their supervisors with problems.

- Youth must have easy access to their supervisors to ask for help, to suggest, and to criticize.

Staff

- The will and competence of the immediate supervisor makes the difference between good, adequate, and poor programs.

- Supervisors who demand and get quality performance from enrollees are essential to good program performance.

- Permanent staff familiar with SYEP reduces the need for extensive orientation and training for supervisory roles. Temporary staff must be trained to know and accept SYEP's goals.

- A one-to-one supervisor to youth ratio affords a good opportunity for learning skills and developing positive attitudes toward work. Low ratios seem to help develop rapport, mutual respect and understanding between supervisors and youth; permit easier resolution of differences or problems which arise; and provide better on-the-job training.

Transition

- Work experience is useful for the transition to private employment if employers know the program and respect the experience it provides, and youth are provided with documentation and evaluation of their work activities.

- The role of education in developing appropriate competencies and in obtaining desirable employment should be highlighted.

- Work experience should be related to labor market realities.

Assistance

- Some of the most effective worksite employers have obtained outside assistance for material resources, training aids, training for youth and supervisors and designing and evaluating programs.

- Involving private sector employers in program design and evaluation is a good way to obtain technical assistance.

VI. THE WORKSITE AGREEMENT

Worksite agreements are established for several reasons in addition to being required by SYEP regulations:

1. They are a form of protection for the prime sponsor, the worksite employer, and the participants;

2. They eliminate misunderstandings about worksite obligations;

3. They are useful as the basis for monitoring and evaluating worksites.

Each prime sponsor may develop the kind of worksite agreement that best suits its needs while at the same time responding to the policy requirements of SYEP regulations and providing an effective management tool for minimizing worksite problems. An analysis of the 1979 SYEP indicated that worksite activities could more easily be assessed when worksite agreements were standardized throughout the prime sponsor's jurisdiction. Whatever format is used by a prime sponsor, the agreement should be uniform for all its sites.

The Department of Labor recommends a two-part worksite agreement, the first part of which specifies the conditions to which all worksite agencies should adhere, and a second part which consists of a statement of work containing the essential information about the worksite.

Applicable assurances should be attached to each worksite agreement (maintenance of effort, nepotism, affirmative action, prohibited activities, etc.). It is important that the agreement be continually updated to reflect changing conditions.

Worksite agreements between prime sponsors and worksite agencies should include the following information:

- Name and location of prime sponsor, program operator, and worksite agency;

- Services to be provided by the worksite agency, prime sponsor, and others;

- The effective starting and termination dates;

- Job titles and number of youthful participants to be employed;

- The ratio of supervisors to participants;

- A description of time, attendance and payroll procedures;

- Written policy on absence and lateness;
- All required assurances;
- A "Statement of Work" which should include:
    - Name, address and telephone number of worksite agency and worksites
    - Type of agency
    - Normal functions of the agency
    - Names, phone numbers, and work hours of the SYEP supervisors
    - Supervisors' qualifications
    - Supervisors' responsibilities in SYEP
    - Names and numbers of SYEP participants
    - Target groups of youth to be served, if appropriate, e.g., handicapped
    - Days and hours of work
    - Description of worksite activities and skills to be learned
    - A plan for rainy-day activities
    - Program rules regarding safety
    - A weekly "Work Plan" for each week of the project which includes activities to be accomplished
    - Equipment on hand
    - Equipment needed
    - Expected outcomes
    - Reporting procedures

VII. MONITORING AND EVALUATION OF WORKSITES

Unexamined worksite activities are rarely improved. SYEP cannot afford to continue from year to year without continuing worksite improvement.

Lack of continuity in worksite development makes it extremely difficult to build on past experience to improve functioning. This lack of continuity cannot be completely overcome. But it can be overcome to a significant degree by careful and frequent monitoring and evaluation during and at the end of each summer program, and by using the information gained in these evaluations to make changes in on-going programs and to insure better future programs. Monitoring and evaluation of worksites can help identify potential problems before they get out of hand, program elements that should be changed, and areas in which corrective action should be taken.

In order to be useful for planning and for developing worksites in future years, evaluation must contain more than the identification of "satisfactory" and "unsatisfactory" elements. It must include the best estimates of priorities for study and improvement and the best thinking on the nature of the improvements needed and how to achieve these.

Part of the evaluation should include the prime sponsor's own estimate of how well it achieved its goals for worksites. Self-evaluation questions such as the following should be answered:

- Were worksites selected early enough?
- Do worksites conform to the worksite agreements?
- How frequently were worksites monitored? Was this sufficient?
- Were monitoring instruments appropriate, i.e., did they help collect the necessary information and data?
- How did worksite agencies respond to suggestions for corrective action? How rapidly were required changes made?
- Were the criteria for worksite agency selection valid and reliable?
- How valuable were the activities which took place at the worksite?
- etc.

The other part of the evaluation deals with the actual operation of the worksites. The following questions are provided for most activities related to worksite operation and assessment. These questions are adapted

from a workbook developed by Region II Department of Labor. These questions may be changed, deleted, and new ones added. It is important to do so, so that each point covered meets the program's unique needs. Developing the questions and comments should be a group effort on the part of all who have participated in the program to insure maximum reliability and validity.

The questions apply to work projects and are intended to be both an evaluation of the worksites and of the competence of prime sponsors' staff to develop, maintain and improve the projects in their areas of responsibility.

Monitors should be trained in observational skills to supplement their questionnaires. The kinds of questions which should be in the monitors' repertoire include:

1. How many participants are at this worksite? Is this the same number as in the worksite agreement? If not, are the participants absent? Are the absences being properly recorded on the time and attendance record? List those not present and double check when time sheets come in for payment.

2. Who is responsible for recording participants' time and attendance? Is this being done by that person? If he/she is absent, who will record time and attendance?

3. What is the system used to document participant attendance for the preparation of the payroll?

4. In cases where work is being done away from the worksite, how does the supervisor verify that work is being performed and all are present?

5. Are work assignments consistent with those described in the worksite agreement as to content and number?

6. Are participants occupied? What work were they doing upon your arrival? Was a supervisor present? What will be the results and benefits to others/ the community/the employer as a result of this participant's work? Are there any tangible outcomes to this participant's work?

7. How are they given their work assignments? Each day when they arrive at work or a weekly work plan? Was anything specified in the worksite agreement?

8. Do the worksite supervisors have sufficient knowledge of the SYEP guidelines? Do they know about Child Labor Laws, maximum working hours, payment procedures for participants? Were they given an orientation to SYEP? Was any written information provided them so that they could refer to it during the employment of the participants?

9. Verify that there are no violations of the following prohibitions: political activities, private-for-profit employment activities, hazardous working conditions, religious activities, nepotism, conflict of interest, discriminatory practices, fund raising, political patronage, lobbying.

10. Does the worksite have a copy of the worksite agreement? Do the worksite administrator and participant supervisor(s) understand its contents?

11. Are the participants satisfied with their worksite and assignments? Do they know who their supervisor is? How often do they see their counselor? Do they know what wage they are being paid? Do they know when and how they will get their paychecks? Are they aware of the grievance procedure? Do they know who they may call in case of a problem/emergency? Do they have a participant handbook? Have they read it? Have they received labor market information? Do they receive any counseling?

12. Who prepares the weekly work plan, if there is one? Is it followed?

13. Is there a problem in obtaining supplies? Do the participants have any complaints about the availability of supplies?

After each question has been answered, monitors should note one of the following:

- This activity is exemplary
- This activity appears to be adequate
- This activity needs further checking into (indicate when)
- This activity needs to be changed (indicate how)
- This activity should be discontinued (indicate why)

A summary should then be prepared indicating what needs to be done before the next visit, who should do it, and why.